

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed ECE Introduction to Allied Health Professions

Proposal submitted by James D'Amico/Sharon Spencer

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

High School Science Department

Open

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Semester length (½ year)

½ Science Credit

5 weight

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

By investigating various professions in allied health and participating in career exploration assignments, students will have the opportunity to make informed career decisions and will prepare to work with different members of healthcare teams. Students will demonstrate an understanding of the medical professions, gain hands-on experience working with industry

professional and develop interest in possible careers

4. Please indicate the target population for this proposal.

All students interested in a health profession will be encouraged to take this course, and it will be a required course of study for students in the Allied Health pathway. This course is also targeted to students who may not consider themselves to be “AP” students, and open up the opportunity to earn college credit while in high school.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is an addition to the school’s program.

6. List any prerequisites for this course or instructional program.

Open to sophomores with teacher recommendation.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This course provides an overview of allied health professions in a college-level course setting. A variety of allied health professions will be highlighted. Speakers representing each profession will be invited to describe their work/general duties of the profession, the work environment, educational requirements and employment trends. This course is open to all students interested in a health services field, and is a critical component of our Allied Health College and Career Pathway.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

In addition to supporting the Allied Health College and Career Pathway, this course expands NFHS’s options for students to earn college credit while in high school. This course also represents the school’s desire to increase ECE opportunities, which allow students to earn that credit for actual work produced and assessed in the class, as opposed to the results of a single test. UConn credit is transferable to hundreds of colleges and universities.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

The topics of this course are organized by each profession. A unique component of this course is the use of guest speakers to highlight many of the professions, and the partnership with UConn. Assessments will include traditional forms such as exams required to earn UConn credit, as well as teacher-assessed discussion and project-based learning activities.

Unit 1: Athletic trainers

Unit 9: Occupational therapy

Unit 2: Audiology

Unit 10: Pharmacists.

Unit 3: Dental Hygiene

Unit 11: Physical Therapy

Unit 4: Dietetics

Unit 12: Physician Assistant

Unit 5: Emergency Medical Sciences

Unit 13: Rehabilitation counseling

Unit 6: Health administration and Information management

Unit 14: Respiratory therapy and technology

Unit 7: Medical technology

Unit 15: School Medical professionals

Unit 8: Nuclear Medicine Technology/radiology

Unit: 16: Sonography

Unit 17: Speech/ Language Pathology

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The course will be taught by a current member of the high school Science Department as a semester course (0.1 FTE) and will utilize widely available resources from existing databases and publications. The course does not require physical resources beyond what the school already possesses.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The course will not require a textbook, however access to online resources including articles, media content, etc. will be required.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

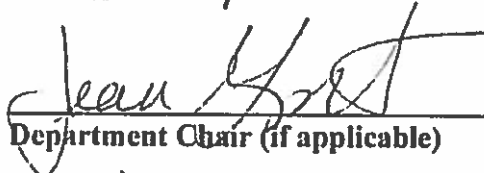
This course will expand the number of electives in the science department, and will support the Allied Health Pathway.

Signatures of those making this proposal:



Teacher

Date



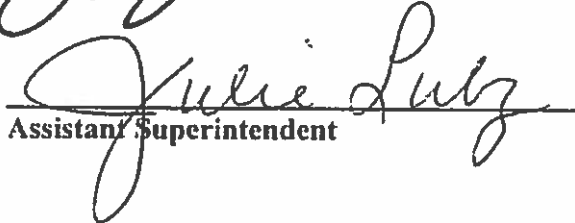
Department Chair (if applicable)

Date



Principal

Date



Assistant Superintendent

5/19/20

Date

UConn ECE Course Syllabus

**AH 1100: Introduction to Allied
Health Professions**
Sharon Spencer
New Fairfield High School
Fall 2021
Spring 2022



This course is given in cooperation with UConn Early College Experience www.ece.uconn.edu

UConn Course Description: AH 1100: Introduction to Allied Health Professions

One credit (\$50). *Offered Fall or Spring*

Course Description: An overview of allied health professions. A variety of allied health professions will be highlighted. Speakers representing each profession will be invited to describe their work/general duties of the profession, the work environment, educational requirements and employment trends.

Eligibility Guidelines: Instructor consent is required.

COURSE GOALS/LEARNING OBJECTIVES

Goal: By investigating various professions in allied health and participating in career exploration assignments, students will have the opportunity students will be able to make informed career decisions and will prepare to work with different members of healthcare teams.

- ★ Demonstrate an understanding of the medical professions
- ★ Gain hands-on experience working with industry professionals
- ★ Gain interest in possible careers

OPTIONAL TEXTBOOK AND MATERIALS

Supplemental Textbook (optional) Stanfield, P, Cross, N, Hui, Y.H. (2012) Introduction to the Health Professions, Jones and Bartlett Publishers, Sudbury MA, 6th Edition

Supplemental readings and materials will be posted to the LMS (Google Classroom) for all learners

Device to access and interact with online resources

Notebook

Pen/Pencil

COURSE GRADING

You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by New Fairfield High School. Your UConn course grade is determined by the grading rubric set by the University department.

Weekly quizzes - 40% of the grade

Assignments - 60% of your grade

- Exams (15%)
- Cumulative Final exam (25 %)
- Classwork (10%)
- Homework (10%)

University of Connecticut Grading Scale

Grades and Course Materials can be accessed through HuskyCT. Use of the phone app is discouraged for accessing your gradebook.

93.0-100 = A
90.0-92.9 = A-
80.0-82.9 = B-
83.0-86.4 = B
86.5-89.9 = B+
70.0-72.9 = C-

73.0-76.4 = C
76.5-79.9 = C+
60.0-62.9 = D-
63.0-66.4 = D
66.5-69.9 = D+
< 59.9 = F

ASSIGNMENTS AND REVISION PROCESS

Assignments

These assignments will require outside research and can be submitted any time before the due date. The assignments may also serve as practice and preparation for the assessments. Students are allowed 1 revision of an assignment after feedback is provided. Students must email me at spencer.sharon@newfairfieldschools.org for approval before submitting a revision.

- Weekly Readings and discussion (virtual or in person)
- Health Profession Presentations

Assessments: there are no revisions on assessments. Absences must be supported, specifically, with a doctor's note.

- Weekly quizzes
- Unit Exams
- Comprehensive Final Exam

COURSE SCHEDULE/TOPICS/CALENDAR/READING LISTS

Unit 1: Athletic trainers

Unit 2: Audiology

Unit 3: Dental Hygiene

Unit 4: Dietetics

Unit 5: Emergency Medical Sciences

Exam #1 Units 1-5

Unit 6: Health administration and Information management

Unit 7: Medical technology

Unit 8: Nuclear Medicine Technology/radiology

Unit 9: Occupational therapy

Unit 10: Pharmacists.

Exam #2 Units 6-10

Unit 11: Physical Therapy

Unit 12: Physician Assistant

Unit 13: Rehabilitation counseling

Unit 14: Respiratory therapy and technology

Unit 15: School Medical professionals

Unit: 16: Sonography

Unit 17: Speech/ Language Pathology

Comprehensive Final exam

COURSE POLICIES

- **P³:**
 - All students are expected to be present, prepared and participate in class.
- **Final Exam Policy:**
 - All students are expected to take the final exam. An alternative assessment will be assigned if the absence is supported by (specifically) a doctor's note
- **Makeup Work for Legitimate Absences.**
 - Students have a 3 day grace period to submit assignments. After the grace period there will be a 10% penalty deducted from the final score.
- **Academic Integrity Statement:**
 - "Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism)". (Academic Integrity | Office of Undergraduate Research, 2021)
 - If you are unsure about what constitutes plagiarism, ask me or refer to the University of Connecticut academic integrity policy <https://ugradresearch.uconn.edu/academic-integrity/>
- **Other policies:**
 - The Student Code, the Policy Against Discrimination, Harassment and Related Interpersonal Violence, and other university policies may be found here, <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

Disclaimer: I reserve the right to change this syllabus at any time

